

**Texas Education Agency
Standard Application System (SAS)**

| 2018–2020 School Transformation Fund - Implementation | | |
|--|--|--|
| Program authority: | P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g) | FOR TEA USE ONLY Write NOGA ID here: |
| Grant Period: | July 9, 2018 to July 31, 2020 | <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY MAY 29 PM 1:36 DOCUMENT CONTROL CENTER 1701 NORTH CONGRESS AVE AUSTIN, TEXAS 78701-1494 </div> |
| Application deadline: | 5:00 p.m. Central Time, May 29, 2018 | |
| Submittal information: | Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 | |
| Contact information: | Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|-------------------|-------------------|-----------------|-------------|
| Organization name | County-District # | Campus name/# | Amendment # |
| Raymondville ISD | 245903 | ROAA/ 245903004 | |
| Vendor ID # | ESC Region # | DUNS # | |
| 1746001950 | 1 | 10076322 | |
| Mailing address | City | State | ZIP Code |
| 419 FM 3168 | Raymondville | TX | 78580-3351 |

Primary Contact

| | | | |
|----------------|--|-----------|---------------------------|
| First name | M.I. | Last name | Title |
| Benjamin | A | Clinton | Special Programs Director |
| Telephone # | Email address | | FAX # |
| (956) 689-8181 | clintonb@raymondvilleisd.org | | (956) 689-8188 |

Secondary Contact

| | | | |
|----------------|--|-----------|-------------------------|
| First name | M.I. | Last name | Title |
| David | | Longoria | Chief Financial Officer |
| Telephone # | Email address | | FAX # |
| (956) 689-8175 | dlongoria@raymondvilleisd.org | | (956) 689-8180 |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

| | | | |
|----------------|--|-----------|----------------|
| First name | M.I. | Last name | Title |
| Stelson | | Roane | Superintendent |
| Telephone # | Email address | | FAX # |
| (956) 689-8176 | sroane@raymondvilleisd.org | | (956) 689-0201 |

Signature (blue ink preferred)

Date signed



5/28/2018

Only the legally responsible party may sign this application.

701-18-112-030

Schedule #1—General Information

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|----------------|--|
|---|----------------|--|

No fiscal-related attachments are required for this grant.

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|--|
|---|---|--|

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance. |
| 4. | The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort. |
| 5. | The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 6. | The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office. |
| 7. | For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882. |
| 8. | For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan. |
| 9. | For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff. |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Raymondville ISD is committed to improving the lives of students by transforming low performing schools into great schools. The district is applying for this grant in order to implement a Talent Transformation Model that will increase the quality of leadership and instructional staff in order to improve student outcomes. This model will include three key strategies:

Recruitment and retention of effective teachers

- The district will create a new Human Resources Coordinator position in order to administer teacher recruitment and retention strategies; human resources is currently managed by a clerk and supervised by the Chief Financial Officer.
- The Raymondville ISD Talent Transformation Model calls for the Curriculum and Instruction Director to evaluate and approve the hire of all new instructional staff.
- Sign-on bonuses will be offered to teachers with a proven track record of student success on state exams.
- A new teacher induction program will be administered for teachers in their first and second year with the district.

Strategic staffing across multiple low-performing schools

- The district will pair campuses to match the most effective teachers with students having the greatest educational need. Student needs will be identified early, and intervention will be provided by the best teachers in each subject area between campuses.
- Secondary campuses will be paired with Raymondville Options Academic Academy, providing students at risk of dropping out with the opportunity to catch up in their classes *before* failing to earn credit.
- The high school will use strategic staffing to provide leveled instruction in English 1, English 2, Algebra 1 and Algebra 2. This will allow students to transfer between two parallel classes as they need intervention for end of course exams, or as they are ready for enrichment and college entrance exams.

Rigorous evaluation and replacement of ineffective staff

- District and Campus Leadership will analyze teacher evaluations, principal evaluations, and student assessment results to develop individualized plans for less effective staff members.
- These teachers and principals will be given an opportunity and the support to improve; those who continue to be ineffective will be replaced.

The proposed grant program is directly related to campus and district goals that are included in the "Vision 2020" District Strategic Plan, Raymondville ISD District Improvement Plan, and the Campus Improvement Plan for each participating school.

Raymondville ISD serves students in the heart of Willacy County, with the highest poverty rate in the state of Texas. The demographics of this area give even greater meaning to the School Transformation Grant Program purpose, *"to create new and improved learning environments that substantially increase student achievement."* The impact of this program will make a greater difference in this area than it would in any other part of the state.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Raymondville ISD developed the budget for this grant by first determining what expenditures would be necessary to meet the grant goals. The district coordinated with program partners to obtain estimates before creating the budget. The district then used the T.E.A. "Program Guidelines," "General and Fiscal Guidelines" and "Administering a Grant" documents to create the detailed budget.

Raymondville ISD is eligible for this grant as district with at least one 2017–2018 Priority School, Raymondville Options Academic Academy.

The district follows a needs assessment process created by the Region 13 Texas Center for District and School Support. The District Educational Improvement Committee (DEIC) reviews, updates, and implements this process annually in the development of a district improvement plan. The district collaborates with the Region One Educational Service Center and outside consultants for input to review and update or change processes.

The Special Programs Director, with more than eight years of successful administrative and grants management experience, will coordinate with the Curriculum and Instruction Director to implement the program at the district level. Recruitment and retention activities will be managed by the new Human Resources coordinator, who will have at least two years of successful administrative experience.

Raymondville ISD will evaluate the program by the number of students served, the quality of student outcomes, and the frequency of grant activities. To do this, data will be collected through the student information management system, assessment results, and direct observation.

Raymondville ISD will report all mandatory performance measures.

Quarterly reviews will be scheduled with the data to be collected and analyzed. Based on the quarterly reviews, the district will track progress toward goal attainment, and determine if changes to the plan are necessary. In between the quarterly reviews, the Campus Leadership Team will meet weekly as part of ongoing data collection and progress monitoring. Based on the data collected and reviewed during meetings, the leadership team may determine that course changes are needed before a quarterly review in order to attain the goals.

This grant proposal completely and accurately answers all TEA requirements. Through an internal grant development and review process, this proposal was written to have the greatest impact on student outcomes, and to receive the maximum allowable points during scoring.

The district is committed to transforming low performing schools into great schools through continuous improvement. This program will be sustained after the grant period through by coordinating other local and federal funding sources.

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Schedule #6—Program Budget Summary

| County-district number or vendor ID: 245903 | | | Amendment # (for amendments only): | | |
|--|--|--------------------------|------------------------------------|---|---------------------|
| Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g) | | | | | |
| Grant period: July 9, 2018 to July 31, 2020 | | | Fund code: 211 | | |
| Budget Summary | | | | | |
| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
| Schedule #7 | Payroll Costs (6100) | 6100 | \$209,150 | \$ | \$209,150 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$50,000 | \$ | \$50,000 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$9,877 | \$ | \$9,877 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$15,000 | \$ | \$15,000 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$ | \$ | \$ |
| | Consolidate Administrative Funds | | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| Total direct costs: | | | \$284,027 | \$ | \$ |
| 5.624% indirect costs (see note): | | | N/A | \$15,973 | \$15,973 |
| Grand total of budgeted costs (add all entries in each column): | | | \$284,027 | \$15,973 | \$300,000 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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| | |
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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 245903

Amendment # (for amendments only):

| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
|---|--|---|--|--------------------------|
| Academic/Instructional | | | | |
| 1 | Teacher | 1 | 12 | \$122,000 |
| 2 | Educational aide | | | \$ |
| 3 | Tutor | | | \$ |
| Program Management and Administration | | | | |
| 4 | Project director | | | \$ |
| 5 | Project coordinator | | 1 | \$65,000 |
| 6 | Teacher facilitator | | | \$ |
| 7 | Teacher supervisor | | | \$ |
| 8 | Secretary/administrative assistant | | | \$ |
| 9 | Data entry clerk | | | \$ |
| 10 | Grant accountant/bookkeeper | | | \$ |
| 11 | Evaluator/evaluation specialist | | | \$ |
| Auxiliary | | | | |
| 12 | Counselor | | | \$ |
| 13 | Social worker | | | \$ |
| 14 | Community liaison/parent coordinator | | | \$ |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| Other Employee Positions | | | | |
| 21 | Title | | | \$ |
| 22 | Title | | | \$ |
| 23 | Title | | | \$ |
| 24 | Subtotal employee costs: | | | \$187,000 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 25 | 6112 | Substitute pay | | \$ |
| 26 | 6119 | Professional staff extra-duty pay | | \$ |
| 27 | 6121 | Support staff extra-duty pay | | \$ |
| 28 | 6140 | Employee benefits | | \$22,150 |
| 29 | 61XX | Tuition remission (IHEs only) | | \$ |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | \$22,150 |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$209,150 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #8—Professional and Contracted Services (6200) | | |
|---|--|------------------------------------|
| County-district number or vendor ID: 245903 | | Amendment # (for amendments only): |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |
| Professional and Contracted Services Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$ |
| | Specify purpose: | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$ |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions) | \$30,000 |
| 2 | | \$ |
| 3 | | \$ |
| 4 | | \$ |
| 5 | | \$ |
| 6 | | \$ |
| 7 | | \$ |
| 8 | | \$ |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| b. Subtotal of professional and contracted services: | | \$ |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$20,000 |
| (Sum of lines a, b, and c) Grand total | | \$50,000 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

| Schedule #9—Supplies and Materials (6300) | | |
|---|---|---|
| County-District Number or Vendor ID: 245903 | | Amendment number (for amendments only): |
| Supplies and Materials Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6300 | Total supplies and materials that do not require specific approval: | \$9,877 |
| Grand total: | | \$9,877 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only

| | |
|---|----------------------|
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| Schedule #10—Other Operating Costs (6400) | | |
|---|--|---|
| County-District Number or Vendor ID: 245903 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | \$ |
| 6413 | Stipends for non-employees other than those included in 6419 | \$ |
| 6419 | Non-employee costs for conferences. Requires pre-authorization in writing. | \$ |
| 6411/ 6419 | Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally. | \$ |
| 64XX | Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally. | \$ |
| Subtotal other operating costs requiring specific approval: | | \$ |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$15,000 |
| Grand total: | | \$15,000 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #11—Capital Outlay (6600) | | | | |
|---|-------------------------|----------|---|-----------------------|
| County-District Number or Vendor ID: 245903 | | | Amendment number (for amendments only): | |
| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
| 6669—Library Books and Media (capitalized and controlled by library) | | | | |
| 1 | | N/A | N/A | \$ |
| 66XX—Computing Devices, capitalized | | | | |
| 2 | | | \$ | \$ |
| 3 | | | \$ | \$ |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 11 | | | \$ | \$ |
| 66XX—Software, capitalized | | | | |
| 12 | | | \$ | \$ |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 18 | | | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | |
| 19 | | | \$ | \$ |
| 20 | | | \$ | \$ |
| 21 | | | \$ | \$ |
| 22 | | | \$ | \$ |
| 23 | | | \$ | \$ |
| 24 | | | \$ | \$ |
| 25 | | | \$ | \$ |
| 26 | | | \$ | \$ |
| 27 | | | \$ | \$ |
| 28 | | | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | |
| 29 | | | | \$ |
| Grand total: | | | | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

| Student Category | Student Number | Student Percentage | Comment |
|----------------------------------|----------------|--------------------|--------------------|
| Economically disadvantaged | 1796 | 86% | 2017 snapshot |
| Limited English proficient (LEP) | 167 | 8% | 2017 snapshot |
| Disciplinary placements | 596 | 29% | 2016-17 425 report |
| Attendance rate | NA | 93% | 2016-17 |
| Annual dropout rate (Gr 9-12) | NA | 3.5% | Source: 2017 TAPR |
| Teacher Category | Teacher Number | Teacher Percentage | Comment |
| 1-5 Years Exp. | 29 | 20% | |
| 6-10 Years Exp. | 23 | 16% | |
| 11-20 Years Exp. | 45 | 31% | |
| 20+ Years Exp. | 48 | 33% | |
| No degree | 0 | 0% | |
| Bachelor's Degree | 126 | 87% | |
| Master's Degree | 19 | 13% | |
| Doctorate | 0 | 0% | |

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| 144 | 147 | 164 | 151 | 149 | 137 | 152 | 150 | 147 | 139 | 171 | 150 | 138 | 136 | 2075 |

Teachers

| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|----|---|----|---|---|----|----|----|----|----|----|----|----|----|-------|
| 7 | 9 | 11 | 9 | 9 | 10 | 10 | 10 | 11 | 11 | 12 | 12 | 12 | 12 | 97 |

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Raymondville ISD continuous improvement process includes ongoing data collection and analysis, which serves as the first step in conducting any needs assessment. With a clear picture of the organization, the district completes a needs assessment with the following steps:

Determine the reason for needs assessment - the District "begins with the end in mind" in order to develop a focused and relevant needs assessment. The reason for this needs assessment concentrated on the School Transformation Program Description: *to increase the number of students in great schools by providing customized implementation support to school districts committed to bold and aggressive action to transform low-performing schools and create better options for students.*

Identify data and stakeholders needed to inform the needs assessment - once the reason for needs assessment is determined, the district identifies the data and stakeholders necessary to complete the assessment. This needs assessment included a rich set of student, school, community, regional and state-level data; and input from stakeholders including students, parents, community members, teachers, school administrators, university partners, and the Region One Educational Service Center.

Gather and analyze data to determine need

A team of stakeholders gathers and analyzes the data to determine needs. This step is a cycle of data gathering, analysis, and identification of new data and stakeholders. Through this process, needs are documented where there is a difference between current achievement and desired outcome.

Prioritize based on urgency and impact

Finally, the team prioritizes needs based on the urgency in addressing the each, and the impact that addressing the need will have.

Raymondville ISD will implement a strategic staffing initiative across multiple campuses in order to transform and sustain improvements in low performing schools and create better options for students. The district will serve the Raymondville Options Academic Academy (ROAA), which is an identified priority school; Raymondville High School (low performing); Myra Green Middle School (low performing); Smith Elementary (low performing); and Pittman Elementary (will partner with Smith Elementary to implement a strategic staffing initiative).

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address | | | | | | | | | | | | | | | | | | |
|---|---|--|------|-------|---|-------|-------|---|-----|-----|---------|-----|-----|---------|-----|-----|----------------|-----|-----|--|
| 1. | Improve student academic achievement on STAAR 2017 STAAR percent at Meets Grade Level: <table border="1"> <thead> <tr> <th></th> <th>RISD</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>48%</td> </tr> <tr> <td>Mathematics</td> <td>28%</td> <td>48%</td> </tr> <tr> <td>Writing</td> <td>24%</td> <td>38%</td> </tr> <tr> <td>Science</td> <td>34%</td> <td>52%</td> </tr> <tr> <td>Social Studies</td> <td>30%</td> <td>51%</td> </tr> </tbody> </table> | | RISD | State | Reading | 36% | 48% | Mathematics | 28% | 48% | Writing | 24% | 38% | Science | 34% | 52% | Social Studies | 30% | 51% | Improved teacher quality and strategic staffing across campuses will lead to improved academic achievement on the STAAR. |
| | RISD | State | | | | | | | | | | | | | | | | | | |
| Reading | 36% | 48% | | | | | | | | | | | | | | | | | | |
| Mathematics | 28% | 48% | | | | | | | | | | | | | | | | | | |
| Writing | 24% | 38% | | | | | | | | | | | | | | | | | | |
| Science | 34% | 52% | | | | | | | | | | | | | | | | | | |
| Social Studies | 30% | 51% | | | | | | | | | | | | | | | | | | |
| 2. | Decrease grade 9-12 annual dropout rate <table border="1"> <thead> <tr> <th></th> <th>RISD</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>2015-16 dropout rate</td> <td>3.5%</td> <td>2.0%</td> </tr> </tbody> </table> | | RISD | State | 2015-16 dropout rate | 3.5% | 2.0% | A root cause analysis showed that students who dropped out of high school displayed early warning signs of struggling on state exams or failing to earn credit in a course. Strategic staffing across campuses will be used to provide early intervention for students who are struggling academically. | | | | | | | | | | | | |
| | RISD | State | | | | | | | | | | | | | | | | | | |
| 2015-16 dropout rate | 3.5% | 2.0% | | | | | | | | | | | | | | | | | | |
| 3. | Increase the percent of College-Ready Graduates <table border="1"> <thead> <tr> <th></th> <th>RISD</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>College Ready in both subjects (ELA & Math)</td> <td>23.4%</td> <td>38.7%</td> </tr> </tbody> </table> | | RISD | State | College Ready in both subjects (ELA & Math) | 23.4% | 38.7% | Improved teacher quality and strategic staffing will allow the district to implement leveled-instruction in English 1, English 2, Algebra 1 and Algebra 2. This will lead to improved success on college entrance exams and an increase in college-ready graduates. | | | | | | | | | | | | |
| | RISD | State | | | | | | | | | | | | | | | | | | |
| College Ready in both subjects (ELA & Math) | 23.4% | 38.7% | | | | | | | | | | | | | | | | | | |
| 4. | Improve recruitment of effective teachers | The Program Coordinator will administer teacher recruitment strategies, and sign-on bonuses will be offered to teachers with a proven track record of success on state exams with students similar to the district | | | | | | | | | | | | | | | | | | |
| 5. | Improve retention of effective teachers | The Program Coordinator will implement a new teacher induction program for teachers in their first and second year with the district. | | | | | | | | | | | | | | | | | | |

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Schedule #14—Management Plan

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|-------------------------------------|--|
| 1. | Human Resources Coordinator | Master's degree in education or a related field, minimum of two years successful experience as an administrator |
| 2. | Curriculum and Instruction Director | More than 20 years experience an an educator. Master's in Education, and more than 10 years of successful experience as an administrator |
| 3. | Special Programs Director | Master's in Education and more than 8 years of successful administrative and grants management experience. |
| 4. | | |
| 5. | | |
| 6. | | |

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 24903

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|---|--|----------------|--------------|
| 1. | Recruit and retain effective teachers | 1. HR Coordinator Hired | 07/09/2018 | 09/30/2018 |
| | | 2. C&I Director approves new instructional staff | 07/09/2018 | 07/31/2020 |
| | | 3. Sign on bonuses advertised | 02/01/2019 | 06/30/2020 |
| | | 4. Effective teachers hired | 04/01/2019 | 06/30/2020 |
| | | 5. New teacher induction program administered | 11/15/2018 | 06/30/2020 |
| 2. | Strategic Staffing across multiple school | 1. Develop schedule leveled instruction | 07/09/2018 | 08/15/2020 |
| | | 2. Cross-campus intervention materials developed | 08/15/2018 | 09/30/2018 |
| | | 3. Students placed in cross-campus interventions | 10/15/2018 | 05/30/2020 |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 3. | Rigorous evaluation and replacement of ineffective teachers | 1. Develop intervention plans for less effective staff | 07/09/2018 | 08/15/2019 |
| | | 2. Review staff progress toward plan quarterly | 10/01/2018 | 03/30/2020 |
| | | 3. Replace ineffective teachers and principals | 03/01/2019 | 06/30/2020 |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 4. | | 1. | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 5. | | 1. | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 6. | | 1. | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 7. | | 1. | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 7. | | 1. | XX/XX/XXXX | XX/XX/XXXX |
| | | 2. | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district develops SMART Goals and Objectives, and then aligns activities to attain those goals. Quarterly reviews are scheduled with the data to be collected and analyzed. Based on the quarterly reviews, the district tracks progress toward goal attainment, and determines if changes to the plan are necessary. In between the quarterly reviews, the Campus Leadership Teams meets weekly as part of ongoing data collection and progress monitoring. Based on the data collected and reviewed during meetings, the leadership team may determine that course changes are needed before a quarterly review in order to attain the goals.

Changes are communicated through a variety of methods to reach all stakeholders who will be impacted. Teachers receive information and plan for changes in regularly scheduled professional learning communities at the campus.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the 2017-18 school year, Raymondville ISD began the implementation of intensive strategies to improve student outcomes at two low performing campuses: Myra Green Middle School and L.C. Smith Elementary School.

At Myra Green Middle School, the district focused on improving Leadership Quality and providing Effective Student Intervention. The Special Programs Director, a proven-successful principal, provided leadership coaching to the Middle School Principal throughout the year. Additionally, the campus used student formative and summative assessment data to provide timely, focused academic interventions imbedded into the school day. At L.C. Smith Elementary, the district Curriculum and Instruction Department focused on improving the quality of instruction by providing ongoing instructional coaching for teachers. STAAR results available at the time of this grant submission show substantial gains for Myra Green Middle School and L.C. Smith Elementary over the 2017 results based on the effectiveness of these efforts:

| Approaches Grade Level, First Administration | |
|---|-----------------------|
| Grade 5 Reading | +5 percentage points |
| Grade 5 Math | +12 percentage points |
| Grade 8 Reading | +10 percentage points |
| Grade 8 Math | +12 percentage points |

The Talent Transformation grant program will become imbedded into the overall improvements at Raymondville ISD, and will build on the success attained over the past year. The district Special Programs Director and C&I Director worked closely with principals to assure that efforts in 2017-2018 were coordinated, and they will continue to do so to maximize the effectiveness of these grant funds. Student success drives the district's commitment to continuous improvement, and stakeholders from all areas have bought in to achieving these goals.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|-----|--|--|---|
| 1. | Student formative assessment data review | 1. | Increase in % students scoring >70 on 3 week checkpoint from 2017-18 |
| | | 2. | Increase in % students scoring at approaches standard on benchmark |
| | | 3. | |
| 2. | Student summative assessment data review | 1. | Increase in % of students achieving approach grade level on STAAR |
| | | 2. | Increase in % of students achieving approach grade level on STAAR |
| | | 3. | |
| 3. | Direct Observation of teacher classroom effectiveness by C&I staff and principals | 1. | Observed teacher proficiency based on T-TESS rubric |
| | | 2. | |
| | | 3. | |
| 4. | Collect data on students receiving interventions by strategic staffing – Skyward SIS | 1. | Number of elementary students receiving interventions across campus through strategic staffing |
| | | 2. | Number of secondary students receiving interventions across campus through strategic staffing |
| | | 3. | |
| 5. | Collect data on 6-weeks failure rate – report from Skyward SIS provided by campus | 1. | Decrease in percent of students failing 6 weeks by subject area |
| | | 2. | |
| | | 3. | |
| 6. | Collect data on effectiveness of recruited teachers –state assessment results | 1. | Number of teachers receiving sign on bonus who have STAAR results at or above the state average with students similar to RISD |
| | | 2. | % of student achieving approaches/meets standard on STAAR who were taught by a teacher who received a sign-on bonus |
| | | 3. | |
| 7. | | 1. | |
| | | 2. | |
| | | 3. | |
| 8. | | 1. | |
| | | 2. | |
| | | 3. | |
| 9. | | 1. | |
| | | 2. | |
| | | 3. | |
| 10. | | 1. | |
| | | 2. | |
| | | 3. | |

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| Schedule #15—Project Evaluation | |
|---|------------------------------------|
| County-district number or vendor ID: 245903 | Amendment # (for amendments only): |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Raymondville ISD will evaluate the program by the number of students served, the quality of student outcomes, and the frequency of grant activities. To do this, data will be collected through:

- Skyward student information management system. Each campus will provide a complete report by six weeks including attendance, classroom grades and student discipline. Additionally, The district PEIMS Coordinator will provide regular reports on student data.
- DMAC Solutions data management software. Campuses will upload 3 week checkpoint and semi-annual benchmark results into DMAC. The district will upload STAAR assessment results as they are received. DMAC will be used to generate reports on student assessment data
- Texas Teacher Evaluation and Support System (T-TESS) – Teacher evaluation and observation data will be collected using the T-TESS rubric and walkthrough forms

Raymondville ISD will report all mandatory performance measures.

Quarterly reviews will be scheduled with the data to be collected and analyzed. Based on the quarterly reviews, the district will track progress toward goal attainment, and determine if changes to the plan are necessary. In between the quarterly reviews, the Campus Leadership Team will meet weekly as part of ongoing data collection and progress monitoring. Based on the data collected and reviewed during meetings, the leadership team may determine that course changes are needed before a quarterly review in order to attain the goals.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Raymondville ISD will develop and implement improvement plans beginning with the Needs Assessment process described in Schedule 13 of this grant. Once needs are identified and prioritized, the district coordinator for school improvement works with the campus leadership team to create a plan with the following:

- Develop SMART Goals and Objectives
- Align quarterly activities to attain those goals
- Determine what data will be collected
- Schedule quarterly reviews
- Monitor and adjust the plan through quarterly reviews

These activities will be imbedded into the Campus Improvement Plan and District Improvement Plan. Each plan will include input of campus and community level stakeholders to ensure that the plan is effective.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Raymondville ISD has five Title I Schoolwide Campuses: Smith Elementary, Pittman Elementary, Myra Green Middle School, Raymondville High School, and Raymondville Options Academic Academy. Campus staff is trained on the Title I Schoolwide Program requirements annually. Throughout the school year, the Special Programs Director monitors Title I activities at each campus, and collects documentation of program requirements.

The district develops a District Improvement Plan (DIP) and monitors the plan throughout the year with a quarterly review process. At the end of each year, the DIP is evaluated and the district leadership team determines what additional action is necessary if the plan is unsuccessful. Each campus follows a similar process for their Campus Improvement Plan (CIP). Title I, Part A program activities are imbedded into the DIP and CIP.

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| Schedule #16—Responses to Statutory Requirements | |
|--|------------------------------------|
| County-district number or vendor ID: 245903 | Amendment # (for amendments only): |
| Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | |
| <p>Raymondville ISD uses a rigorous process to recruit, screen, select, and evaluate external partners.</p> <ul style="list-style-type: none"> • Identify Need – through an ongoing comprehensive needs assessment process, the district identifies and prioritizes needs. After a need has been identified, the district may consider external partners • Determine Goals – before seeking an external partner, the district will determine what goals it seeks to accomplish through the partnership • Recruit Partner – Raymondville ISD uses a Request for Proposals (RFP) process to add companies to the list of approved district partners. Campus and district leadership use a broad network of experienced educators in the region and throughout the state to identify potential partners with a proven record of success, and encourage them to submit a proposal. Additionally, the district is a member of several purchasing coops that include potential partners. • Screen and select – whether through the RFP process, or membership in a purchasing coop, the district receives information on potential partners that meet federal, state, and local procurement standards. Next, district leadership reviews evidence of the potential partner's success and calls references to select the best partner • Evaluate – data is collected in order to determine whether the goals of the partnership was met, and whether it is beneficial for the partnership to continue | |

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Raymondville ISD will align federal, state, and local resources to carry out activities supported by Talent Transformation grant program. Through the campus and district improvement planning process, the district identifies goals, objectives and strategies, and then aligns these strategies to the necessary resources. The Talent Transformation grant program will be imbedded into the Campus and District Improvement plans, and the Special Programs Director will coordinate the alignment with federal, state, and local resources.

The strategies identified in this application were developed to strategically fill existing gaps. By aligning this program to the efforts that have shown substantial gains in the past year, the district can accelerate school improvement and transform low performing schools into great schools.

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Schedule #16--Responses to Statutory Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Raymondville ISD is committed to the full and effective implementation of this plan, and will provide the appropriate operational flexibility to make it successful. Through the development of this proposal, district leadership identified several areas where existing practices or policies would be modified, including:

- Restructuring of the district organizational chart
- Revision of the compensation plan to include sign-on bonuses
- Flexibility in enrollment for cross-campus intervention
- Flexible staffing
- Master schedule revisions to implement leveled instruction
- Change in the rigor of teacher and principal evaluation

The district is committed to transforming low performing schools into great schools, and will provide the operational flexibility to achieve this goal.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Raymondville ISD Talent Transformation model will include three key evidence-based strategies:

Recruitment and retention of effective teachers

- The district will create a new Human Resources Coordinator position in order to administer teacher recruitment and retention strategies; human resources is currently managed by a clerk and supervised by the Chief Financial Officer.
- The Raymondville ISD Talent Transformation Model calls for the Curriculum and Instruction Director to evaluate and approve the hire of all new instructional staff.
- Sign-on bonuses will be offered to teachers with a proven track record of student success on state exams.
- A new teacher induction program will be administered for teachers in their first and second year with the district.

Strategic staffing across multiple low-performing schools

- The district will pair campuses to match the most effective teachers with students having the greatest educational need. Student needs will be identified early, and intervention will be provided by the best teachers in each subject area between campuses.
- Secondary campuses will be paired with Raymondville Options Academic Academy, providing students at risk of dropping out with the opportunity to catch up in their classes *before* failing to earn credit.
- The high school will use strategic staffing to provide leveled instruction in English 1, English 2, Algebra 1 and Algebra 2. This will allow students to transfer between two parallel classes as they need intervention for end of course exams, or are ready for enrichment and college entrance exams.

Rigorous evaluation and replacement of ineffective staff

- District and Campus Leadership will analyze teacher evaluations, principal evaluations, and student assessment results to develop individualized plans for less effective staff members.
- These teachers and principals will be given an opportunity and the support to improve; those who continue to be ineffective will be replaced.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☐ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☒ Talent Transformation Model☐ Redesign**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Raymondville ISD Talent Transformation Program will have a direct impact on student outcomes by improving the quality of instruction that students receive, and will impact every campus in the district. To achieve this, the district will replace ineffective staff members, and offer cross-campus intervention from the best teachers in the district. These strategies will be aligned with successful efforts from the past year to improve the quality of instructional staff at the Smith Elementary and provide effective intervention at Myra Green Middle School. School Transformation will include address Education, Talent, School culture, and facilities through three key strategies:

Recruitment and retention of effective teachers

- The district will create a new Human Resources Coordinator position in order to administer teacher recruitment and retention strategies; human resources is currently managed by a clerk and supervised by the Chief Financial Officer.
- The Raymondville ISD Talent Transformation Model calls for the Curriculum and Instruction Director to evaluate and approve the hire of all new instructional staff.
- Sign-on bonuses will be offered to teachers with a proven track record of student success on state exams.
- A new teacher induction program will be administered for teachers in their first and second year with the district.

Strategic staffing across multiple low-performing schools

- The district will pair campuses to match the most effective teachers with students having the greatest educational need. Student needs will be identified early, and intervention will be provided by the best teachers in each subject area between campuses.
- Secondary campuses will be paired with Raymondville Options Academic Academy, providing students at risk of dropping out with the opportunity to catch up in their classes *before* failing to earn credit.
- The high school will use strategic staffing to provide leveled instruction in English 1, English 2, Algebra 1 and Algebra 2. This will allow students to transfer between two parallel classes as they need intervention for end of course exams, or are ready for enrichment and college entrance exams.

Rigorous evaluation and replacement of ineffective staff

- District and Campus Leadership will analyze teacher evaluations, principal evaluations, and student assessment results to develop individualized plans for less effective staff members.
- These teachers and principals will be given an opportunity and the support to improve; those who continue to be ineffective will be replaced.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district leadership team evaluates school performance and identifies low-performing schools through its comprehensive needs assessment and district improvement planning process. This proposal will address 4 low-performing schools and one paired elementary school to impact a total of 2,088 students.

By improving the quality of instruction for all students, Raymondville ISD can transform low-performing schools into great schools. To achieve this goal, the district will use strategic staffing across campuses, and flexible interventions that will allow students with the greatest academic needs to be taught by the best teachers in the district. In addition, the district will conduct rigorous teacher and principal evaluations, provide strong supports, and then replace ineffective staff members.

Raymondville ISD will conduct a summer leadership academy July 2017 that will include district and campus level leadership. At this academy, staff members will use the resources provided in the Lone Star Governance Participant Manual to select a theory of action.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Raymondville ISD used its comprehensive needs assessment and District Improvement Planning process to gather input from key stakeholders for the selection of the Talent Transformation Model. The proposed grant program is directly related to campus and district goals that are included in the "Vision 2020" District Strategic Plan, Raymondville ISD District Improvement Plan, and the Campus Improvement Plan for each participating school. Stakeholders include teachers, campus and district administrators, parents, students, and community members.

The strategies in this plan are supported by the highest level stakeholders, and Raymondville ISD is committed to providing all students in the district with great schools.

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County-district number or vendor ID: 245903

Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Special Programs Director and C&I Director will work together to implement the Talent Transformation program. This cabinet-level team is uniquely qualified to successfully implement the program.

The C&I Director has over 25 years of experience as an educator, more than 10 years of experience as an administrator, and a strong elementary school background. The C&I Director will supervise the overall program, with a special focus on elementary school activities. The new Human Resources Coordinator position will report directly to the C&I Director, and the C&I Director will approve the hire of all new teachers.

The Special Programs Director is a proven high school turnaround principal with over 8 years of administrative and grants management experience. The Special Programs Director will coordinate federal, state, and local funds with this grant, and will provide special assistance with secondary school improvement activities.

The Raymondville ISD Talent Transformation program has the full support of the Raymondville ISD Superintendent of Schools.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---|-------------------------------------|-------------------------------------|-------------------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Tuancy

| # | Strategies for Absenteeism/Tuancy | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 245903

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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| | Other strategy | | | |

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: